

**Special Education Intern and Student Teacher
Lesson Reflection Form**

Student's Name: Will McTarsney **RSP** SDC Inclusion Grade: 2
 Lesson Objective: SWBT read about iguanas and write about their favorite animal on an online worksheet as measured by a graphic organizer online in 1 out of 1 trials. Date:02-05-2021
 Site Supervisor: Mrs. Colleen ULV Supervisor: Mary Collins

Review:

A) What did you and your students do during this lesson?

Students:

- Students read and said the morning message, counted numbers to 100 and identified letters (activation of knowledge). From there, the students read a loud/choral reading and answered questions throughout for CFU. Last, students answered a writing prompt of their favorite animal.

Teacher:

- Teacher molded instruction, asked questions to students, redirected students as needed, updated progress with PBIS awards and provided brain break.

B) What changes did you make that deviated from the lesson plan?

Student interest in the subject (reading about iguanas) seemed lacking for Student B. I modified the writing prompt to allow for either student to write about their favorite animal. Other factors that deviate were the behavior- there were times that the students deviated off the topic for the lesson and wanted to talk about something else- I would allow for only at the beginning of the lesson for 2 minutes to speak- but the I would remind that we are in a lesson and that they would have to wait until break time to bring up anything they would like to share.

C) What did the students learn? What is your evidence that the students learned the objective?

Students gained practice learning how to read words that contain academic language in the form of specific vocabulary with iguanas. Reflected their learning through a writing prompt as evidence along with checking for understanding.

Reaction:

What do you feel went well during the lesson? What caused you concern?

Overall, I felt that the lesson went well- mostly with our routines that we do for activation of prior knowledge- however, next time I will use flash cards instead and show to the camera and rotate who is to answer. It is a challenge to have two different functioning students- because Student B reads much more quickly than Student A and often overtakes the lesson which disallows Student A to respond. I often would have to pause and ask directly for Student A to respond why muting Student B.

For day 3 Choral reading- what caused me alarm was Student B overtaking the opportunities for Student A to read as well.

How do you feel your students reacted to the lesson? What cause them to feel this way?

Overall, I felt that the students were mostly engaged and interested in the topic of the book. I can tell by their emotions over the video chat and they did not leave the camera view. Also, the usage of PBIS awards, gonoodle brain break and daily routine/visuals helped to dramatically make the students feel at ease.

Rethink:**What would you do differently next time?**

I would emphasize the vocabulary more in additional practice with the words and use breakout rooms with the students as needed for individualized instruction.

What have you learned from this lesson and observation?

That various reading levels can impede how choral reading is successful or not. Before going into choral reading- I need the students to practice more of the academic and sight words used in the text. Perhaps, provide access to the book so that the student can read with their parent(s) again before and after class.

What can you use from this lesson in your portfolio?

Usage of the graphic organizer that I developed showing the routine and morning message along with the usage of PBIS awards/ClassDojo and reward flyer.